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AUTHOR	Sletved, Henning
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ABSTRACT

The author evaluates the educational needs of handicapped children in Denmark, discusses recent psychoeducational research pertinent to those needs, and makes recommendations for improving the division of administrative responsibility between the educational and social services departments. Research concerning the relative benefits of special class and regular class placement is discussed. Examined are programs offered by the Danish department of education (centers for special education, hospital schools, remedial schools, special classes, and observation schools) and by the Danish department of social services (programs for the hearing impaired, the visually handicapped, the motor handicapped, the mentally retarded, the speech handicapped, and handicapped kindergarten children). Also studied are cooperative projects between the education and social services departments (counseling services, itinerant teaching services). A lack of special programs for epileptic children, psychotic children, and children in foster schools is noted. Recommendations are made concerning planning for services to handicapped children in a particular Danish county, physical facilities, staff resources, experimental activities, materials, budget standards, diagnostic or observation centers, and administrative organization of services to handicapped children. The educational and social services for handicapped children in Denmark are compared to those in Norway, Sweden, Finland, and Iceland. (GW)

5. th edition.

Pedagogical background and evaluation for an administrative and functional combination of all Danish special education facilities,

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Henning Sletved
20.06.1972

Comments on the 5. Edition.

Fourth edition has been critical read by a number of professionals in the area of special teaching, who has put many comments of high professional value. These are all included in the fifth edition, why this reflects a broad team-work of pedagogs of special teaching.

Some informations still need a finish and a level of comparison, which will make the material completely reliable in all details. By this edition there, however, is no longer doubt about the applicability of the main model and especially the conclusive meaning of the levels of demand to whether a possible fusion and an alteration as out-lined will be an improvement for the teaching of the children. Caused time one therefore would not delay the appearence of the 5. edition by making a list of institutions amt (county) by amt. A total survey of all the students of the special teaching informing about age and pedagogical relevants is missing. The numbers throughout the text therefore can not be compared or added up as they refer to different statements made at different times. They are included to give a feeling of the main lines, which now surely can be concluded there that there will be children enough and fairly spread in all the amts to carry through all parts of the model suggested and to profit more in terms of teaching.

Henning Slotved, fagkonsulent

Contents:

1.oo Establishment and Purpose

1.o1 Comments on the Purpose

1.o2 Background of the Work

1.o3 List of the Members of the Subgroup

2.oo Delimitations
(categorizing, effect, goal, methods)

2.o1 Integration

3.oo Present Special Teaching Offers

3.o1 Special Teaching Administered by the Department of Education

3.o1.1 Centers for Special Teaching

3.o1.2 Hospital Teaching

3.o1.3 Remidial Schools

3.o1.4 Special Classes (supporting teachin

3.o1.5 Observation Schools

3.o1.6 Other Schools and Arrangements (early special teaching)

3.o2 Special Teaching Administered by the Social Department

3.o2.1 Offers to the Hearing Handicapped

3.o2.2 Offers to the Visual Handicapped

3.o2.3 Offers to the Motor Handicapped

3.o2.4 Offers to the Mentally Handicapped

3.o2.5 Offers to the Speech Handicapped

3.o2.6 Offers to the Handicapped Children in Kindergardens

3.o3 Current Co-operation Experiments between the Two Departmental Areas
(the Aalborg project, advicing service, travelling teachers a.m.)

3.o4 Areas Not Included

3.o4.1 Offers to Epileptic Children

3.o4.2 Offers to Psychotic Children

3.o4.3 Offers to Children in the Fosterschools of the Children and Youth Care

4.oo Describtion of the Students' Claim for Teaching and from This Demands for Outer Organisation, Administration and Objective

4.o1 The Justification of Keeping the Present Division of Handicap Groups from a Learning Point of View.

4.o2 The Enviromental Influence at Respectivel; Teaching and Upbringing

4.o3 The Extension of the Teaching Period (age, level of intelligence, level of handicap, current teaching status)

4.o4 Follow-up Protection (co-operation among the areas of care of the Social Department)

4.o5 Dispersion of Knowledge and Level of Administration

5.oo Amtskommunalisering (County)

5.o1 Attempt to Make a List of Level of Demands Which Have to Be Redeemed in a Process Towards Total Amtskommunalisering (Evaluation Counsils)

5.o2 Total Planning for All Children in the Amt (County)

5.o3 Physical Facilities

5.o4 Staff Resources (knowledge, numbers)

5.o5 Experimental Activities, Consular Assistance

5.o6 Materials, Budget Standards

5.o7 Visitation
(diagnosis or observation centers)

5.o8 Dispersion of Burdens

6.oo Relations to Other Contries

6.o1 Relations to the Other Nordic Contries

6.o1.1 Norway

6.o1.2 Sweden

6.o1.3 Finland

6.o1.4 Iceland

1.oo Purpose:

The intension of this text is

- to try a new evaluation of the handicapped child's situation and needs of teaching,
- to create a concrete realization of the latest researches in this field of this evaluation and based on it,
- to make a list of the demands having to be met so that each student under an altered kind of administration can get a still more relevant service before, during and after the school than is the case today.

1.o1 Comments on the purpose:

There in the following is not considerated possible political ways of presenting the problems as well as one to the largest extent has tried to free oneself from the more traditional way of thinking, which through a knowledge from the beginning of this century has led to the kind of special teaching organisation, we today have in Denmark. One, therefore, has tried to get knowledge and views from the other Nordic contries and consulted resources in USA, USSR and France.

Further one has tried to profit by the gained experiences of the present organisation and what seem to restrain the further development of the

of the special teaching area so that the administrative functions not related are separated.

Two conditions seem to play parts. First it implicit in much argumentation is formulated that a teaching area, which needs a central running (because of size etc), necessarily must belong to the Social Department Second that it today "seems naturally" that f.i. the Public School or the teaching area of the Social Department also is equal to the objective pedagogical proper solution.

One in the following has left both of these "premises" out of account.

1.o2 <u>The background of the work in a subgroup of the Commission of Social Reforms concerning the question about delimitation between the special teaching of the schools of the Special Care and the Public School</u>.

In the bill to the Folketing (Danish Parlament) about a reform of the basic school educations, which the Goverment made in the seesion 1968/69 the fifth item was declared as:

" The teaching of handicapped students must be in search of a development so that the children can be teached in a normal school enviroment, if the parents can manage the care at home and that stay in an institution is not a necessary part of the treatment."

From the comments on the bill it i.e. appears that the Commitee Concerning Handicapped Youngsters

Participation in Further Teaching in and after the Public School, which supmitted a report in July 1968, has meant to be able to make it as an obvious goal for the continuous development of the special teaching that only the children, who's handicap need a special treatment regarding medicin and care,or who's parents do not want to or are unequal to undertake the care in the home, are send to residence and teaching at the special schools. The delimitation to the Special Care shall not continuously be made on abstract criteria, but on an evaluation of the possibilities of the specific case. This evaluation are made by agencies of the Public School and the Special Care together and are continuously revised.

It further says in the comments that the Commitee in relation to the introduction of a number of bills in accordance with the stated views has declared that it could not come to a decision about the teaching and the education of the specific groups of handicapped before further investigations and discussions were made by the concerned boards and organisations. Extracts of the comments are enclosed in the Danish supplement 5.

The Commitee of Teaching and Education settled by the Folketing (DP) has in the report on the bill stated that the Commitee assumes the total complex of problems about the schools of the Special Care contra the special teaching of the Public School,

especially the schools for the blinds and the deafs, will be object of closer discussions between the Minister of Social Affairs and the Minister of Education.

The passing of the resolution of the Folketing (DP) plus a flash of the progressive debate among professionals made the Minister of Social Affairs suggest the Minister of Education in December 1969 that the question about maintenance of the special schools of the Special Care at national level first was taken up by the Commission of Social Reforms. The Minister of Social Affairs by this refered to that the Commission of Social Reforms in its first report points out that the Commission itself soon has to consider how the Special Care (among these the Care of the Mentally Retarded) can be integrated in or adapted to the reform of the structure of the social safety system suggested in the report.

The Minister of Social Affairs further in the application to the Minister of Education underlined that the Ministery of Social Affairs looks at the question about the future teaching and treatment of the handicapped children as a very wide problem, which will be difficult to come to a decision about only by discussions between the two ministeries and the involved boards.

The problem of giving the handicapped children the assistance of material and imaterial character, which

is a precondition of making it possible for them to the largest extent to manage by themselves in the society, is from the point of view of the Minister of Social Affairs so wide that the needs, which have to be met to reach the goal, hardly can be done by one of the present divisions of structures. The needs range from support through the health care to the educational areas. It, therefore, will require comprehensive researches and evaluations before it is possible to settle the future structure in these areas.

The Minister of Education thought that the task of the Commission of Social Reforms primary should be limited to considerations about the administrative and organisational preconditions and consequences of the integration of the children in the normal enviroment of school and home in view. The principal starting-point is the fifth article in the bill of the Folketing (DP) and the comments on this, there - as the Minister of Education has underlined - only tries to settle and delimite the principle of the teaching placement of the children " in a normal school enviroment in stead of a special school (boarding school)".

The Minister of Education, however, declared that the Commission was requested to deepen the question about what consequences of pedagogical and psychological sorts the outlined development may have for the remaining students in the schools for the blinds and

the deafs. The Minister of Education finds that you in forehand can not neglect that a solution of these specific problems may demand a new attitude towards t principal background.

Finally the Minister of Education mentions that it shall be stated exactly that the considerations of the Commission must not stop current negosiations about a solutions of actual concrete developmental problems.

At the meeting of the Commission of Social Reforms on February 12th 197o the chairman mentioned that there was unsolved questions about structure within the Special Care - i.e. the future placement of the schools for special teaching - which should be discussed in the Commission. The chairman in relation to this explained the corrospondence between the two ministers and got agreement to settle a subgroup, which in co-operation with the Ministery of Education should discuss details of the school placement of the handicapped children.
In a writed statement from June 197o the members of the Commission were informed about the settlement and the members of the subgroup.

1.o3 List of the members of the subgroup.

N.E. Bank-Mikkelsen, Director
E. Bast, Chief of Section
K. Fogh Hansen, Psychologist
Ole Høeg, Chief of Section(planning)

I. Skov Jørgensen, Inspector of Education

Henrik Kappel, Principal

H.C. Seierup, Director, Chairman

Øhrstrøm, Inspector of Education

Secretariat:

Henning Sletved, Inspector of Education

K. Beukel, Principal

2.oo Delimitations.

Research progresses in the area of special teaching always because of lacking accept and financial support have been reached by using such physical and psychological efforts that it among proffessionals in this branch of teaching has been difficult to get accept of regulation or affection of already reached results and established organisation.

When you so in Denmark have an outer organisation of special teaching, which is based on the research results,which from the beginning of the century to the middle of the 195oes very well supported the thought that you had to separate handicapped children from "normal" children and to differenciate the groups of handicapped in not-learning orientated sections, this might be a result of the mentioned lack of accept and support of development of knowledge. To this there presumably is a number of common difficulties by transforming the gained pedagogical/psychological knowledge into concrete learning situations (i.e. the things happen in f.i. a classroom).

The researches, which in the late 5o'es and during the 6o'es emphasized the learning difficulties of the students in stead of putting any importance to wheter they belong to one or another handicap group, when evaluating the handicapped of sense, moving and

communication in relation to the mentally handicapped from a pedagogical point of view, therefore, become especially important.

Now you with a great deal of the children (-no matter which ministery they belong to) needing special teaching see that two or more handicaps are present within the same child so that categorizing may seem just meanless in this respect.

But as pedagogical unuseful the old categorizing by handicap is today as unprofitable and wrong it from a pedagogical point of view is to make a new category: "The multihandicapped child" about which some already has been written. This term in this wide form is unprofitable because it does not state anything concrete about the learning difficulties of the child, which may be used as starting-point for a learning situation as well as it is wrong just for numerical and definational reasons because you today can not be handicapped without being it in relation to a purpose of the special teaching. This purpose we here let be equal to that of the ordinary school: To increase the abilities of the student, to provide him useful knowledge and support his character. This in shorter terms may be put in this way: To teach the student "to think critically and to act independently" When it here is taken out, it is because the effect of the handicap so always shall be measured in relati to the (decreased) possibilities of the child to interact with other people and that you in discussion

often have separated the discussion of integration from this social part of the teaching purpose. This is important in relation to children without difficulties mentioning, but it is evident in relation to the teaching of children with severe learning difficulties.

Bofore you start a more concrete discussion about how the teaching of the handicapped is related to a social purpose, you for the completeness have to make up your mind about a subject more arising from the problematic deriving from the new research results in the area of special teaching. It is about "the effect of the special teaching" and the from this coming discussion about "what is special about the special teaching". There f.i. is quite a bit researches avaible showing that the special teaching have no or only little effect.

In relation to the basic view that it primary is the social consequenses[x)], which decreases the possibilities of the handicapped child in relation to other people, there is no controversiel in finding no or little effect of the special teaching as the teaching does not have (or should not have!) a pure scholastic aim. It so neither is an alarming information that did not find any special learning pedagogical views in the special teaching. It in the following turns

x) inclusive emotional and communicational

out desirable and logic necessary from a pedagogical point of view to look at all teaching from the university level to the school for the most severe learning damaged children from one learning /method angle (not necessarily the same subject-area). From this directly follows that there is no specific learning pedagogy for moving handicapped or one for the blinds and still less one for the mentally handicapped at all levels.

From this point of view you have to consentrate at the subject-areas and the methods to find, what characterizes the special teaching. It here f.i. is a central view that all people have to learn the social norms of their enviroment. This point of view as mentioned has some consequences for the teaching of learning retarded children, but these consequences of course do not change because the student has supplemental handicaps. From this also follows that no matter which supplemental handicap the child may have, he necessarily always has to learn about the subject-areas, which corrosponds to the basic subject-areas of the Public School. It further follows that the learning has to aim at providing the student with an useful communication system plus eventually aim at remedy other handicaps.

Accordingly there only is two areas of pedagogic/ teaching technical interest left, namely which methods will provide the student to learn the

above mentioned subject-areas partly regarding his intact learning ways partly regarding the learning ways unuseful or injured for physical reasons. From this point of view f.i. the learning problem of a weak-sighted/blind child is of receptive sort, and "the social necessary subject-areas" at TERMINAL(GOAL level are the same as for children at the same age. The sight handicap first come into consideration at METHODICAL level, i.e. included in the indication of which ways lead to the goal. The SYNTESE (of goal and method) takes place in the teaching performance, where the student learns the to his age corrosponding social necessary subject-areas andfirst sencondary is teached to use an eventually rest of sight.

The reason for this is that it is more damaging for the interaction of an individual with others that he is socially incapabel,than he has decreased mobility. This involve a complete consideration of which part of his total handicap is the most damaging in relation to his social learning in each case. It therefore in this area is very dangerous (- and from the first reasons inexpedient) to make a general "hieraki" among the handicap groups. The only experiences you with great sureness re-experience in the pedagogic work in the western culture are that the lower intelligence often is more social damaging than moving retarded and the common sense handicaps. (There is opposit experiences in cultures

where observable handicaps are more social damaging than intelligence retardation.)(See litt. no. 45.) This of course involves that we in our part of the world through visitation, building institutions/ schools, planning the continuous education of the teachers etc. have to consider this. (Necessary changes of the community norms shall not be made with the handicapped people as hostages.)

The only thing left is that the teacher in the planning of the teaching situation shall make that the student can his starting-point so that the student learns the normal social teaching contents. The student equally to other students shall not prove his lacking capacity in specific learning areas in beforehand, but has the right to in all situations to use his strong sides to his own profit.

Conclusion:

1. There is no pedagogical objective reason for the current division in handicap categories.
2. The central still is that all children more are children with common needs and demands to the surroundings,than they are something exceptional.
3. That is why "school" also to the students of the special teaching is the method, which the community uses to teach them to "think critically and act independently".

4. All students shall be offered handicap remedy teaching but this never must be of such dimensions that it restrain the student in becoming a social individual, and it therefore primary shall aim at improving a lack (or evade the lack) in the communication system.

2.01 Problemathic of integration:

Everywhere in the society you talk about integration. Not least when the talk is about handicapped people the integration has become a fashion word. We in the following will try to express some om the problems of integration, which has directly influence at the teaching of the students traditional needing special teaching. The problem is looked at from a pedagogical/ administrative point of view, while the social political aspects are not treated. By integration you from a pedagogical/administrative point of view mean fusions to bigger or different made wholes. By segration you mean a division into smaller units.

As well in relation to the total number of students of the special teaching (both the area of the Ministery of Education and the area of the Ministery of Social Affairs) as in relation to other groups in the community it may be of importance that you look at the problems of integration as parts of a development.

One part of such a development f.i. is that you now much more accepting let children with deviations move/functionate in normal enviroments even that they frequent special schools/institutions. An externalisation of students in the area of the Ministey of Social Affairs to a great number of small schools and kindergardens has taken place.

In this development is an attempt to integrate the handicapped student in a "normal" enviroment, but in such a way that the student keeps his identity in the closer contact with other people. This keeping of indentity f.i. is that the handicapped student is secured a small basic group (6-8 persons). Only in spit of this last the often repeated sentence about "providing the clients a living as close the normal as possible" has any meaning.

It would be contrary to the mentioned about the enviromental integration and the destruction of the sense handicaps as basis of division for pedagogical relevant made groups, if the very stiff division of schools and specialclasses in the area of respectively the Ministery of Education and the Ministery of Social Affairs from the old - now left - IQ levels was kept as the only criteria for admission to the schools/classes.

It is a developmental necessarity in all planning that you first differenciate and then wide your knowledge in such a way that you are able to specialize to specific areas. Then it is possible without the specific areas loose identity to build bridges of co-operation (integrate) between the specific areas.In the special teaching you still are in the differenciation fase, but it already now is clear that you are able to direct the development into the specialisation fase (i.e. f.i. an

organisatoric fusion) so that the group of schools already excisting in both areas on the assumption that the teachers get a systematic continuous education may be used as special schools with each their learning special. In this search for new criterias specific brain damages, physical handicaps etc. plus a direct pedagogical diagnose about an explanation of learning difficulties become important For the pedagogical diagnose there today already are a great number of tests and describtion formulars containing a lot of empiric data, which make them useful in the schools to a large extent, avaible. (Ref. suppl. 9)

The problem of these results of the test describtions is to transform them into practical directions for subject-area, method and material, which will make the teacher teaching each student relevant subjects here and now.

In the respect of not participating in the creation of a new "religion" it, however, is important to notice that you by leaving a "medical" bais in the favour of learning criterias of course in a sense establish a new categorizing. This last in the light of our current knowledge should have the advantage that it is in accordance with the purpose of the teaching. But it as less as anything else is the "eternal truth" and has to be evaluated in relation to new knowledge constantly.

This development towards a more student accepting

special teaching of course demands f.i. that parents representing children of different categories of handicap in the area of retardation accept eachother to such an extent that they will alloud their children to go to school together without considerating the looks and the behaviour of the children.

This must be a question of maturation of some problem (development of attitudes), but the question about integration is just this.

In New York you have made a still not published investigation of children in several hundreds special classes in normal schools. It here was proven that the children in these special classes got an inferior service in relation to the children in pure special schools from a pedagogical point of view, that they in all essentials were foreign bodies in the school life, that the teachers felt lonely as regards professional knowledge information and inspiration. This often also combined with bad adapted possibilities of materials and rooms.

That to be transformed to the Danish situation is that complete integration (f.i. admission of all the children today teached under the Ministery of Social Affairs to the normal school) at least demands a high level of readiness in the normal school to the teaching demands of these students, i.e. education of and attitudes of the teachers, lower class quotients, better and different designed

rooms and often more variated material possibilities etc.. Wheter you, when these and other demands are met, may recommend total integration further depend on a more exactly knowledge about the psychological mechanisms within f.i. retarded students, which plays parts in connection with the socializing process. (- And naturally the psychological mechanisms within the not-handicapped, which plays parts in the confrontation/co-operation with the handicapped.)

It is true that socialization not is a teaching situation between teacher and student, but a learning process taking place by absorbing and subject choosin in a benefitable enviroment. To get a "ticket" to the enviroment it, however, is necessary to manage some social skills, and these are learned in a teaching situation. When it then from different sides have been underlined (f.i. in Sweden) that f.i. the children of a training school more easy could be integrated in normal enviroments than the mildly mentally retarded children, you by this observation may have overlooked the demand of keeping the identity of the mentally retarded student intact in the interaction between the handicapped and the not-handicapped student.

Conclusion:

The conclusion of the knowledge today avaible about integration of as well mildly as severe damaged students of all the traditional handicap groups,

therefore, may be divided in four:

Firstly is the readiness of the recieving institution an important factor, but the paradoxical, however, is that this readiness does not arise by itself, but first when concrete tasks turn up and have to be solved. The gradual integration already started, therefore, has to be supported if you want to increase the development. This in spite of that some handicapped students necessarily have to break the ground for the following.

Secondly it seems as all delimitations refering to kind and level of handicap have a massive tendency to provide no or little service to the students "placed" around the limits.(The co-operation projects between the areas already started directly have to restrain this condition in view. See part 3.03.) It, therefore, seems expedient that you make eventually new delimitations in such a way that they restrain the fewest students in learning. One, therefore, in the following will suggest that you do not make delimitations in the student group, but that you make the delimitations in connection with a number of levels of demands, which has to be met before the amtskommune(county) can overtake the obligations of special teaching, which they ~~XX~~ not already are responsible for.

Thirdly you today know that the learning in view only has effect in social secure situations. We further know that these social secure situations are closely related to the circumstance that there

in the surrounding group of people (friends and staff) is somebody with nearly the same intellectual ability and chronological age as well as the emotional contact must be ok.

Fourthly we today know that special teaching situations have a tendency to reinforce themselves so that they last longer than the period, where the child should have this offer. You, therefore, not least at the administrative levels should build in mechanisms, which netralizes such "self-reinforcing mechanisms" in the organisation of the special teaching.

3.oo Present Special Teaching Offers.

In this chapter we will try to give a compressed survey of the special teaching service today offered children from 0 to the age, where they leave the school (see 4.o3). The adult area so are not included (equal to the rest of the text) as well as no offers of teaching (pedagogical) character are included.

The defination of when a child got the right to special teaching in all respects depends on wheter this student "will benefit enough from the normal teaching". It, therefore always is the quality of the normal teaching in a specific district, which determines the kind and the extent of the need for special teaching. This is important in the light of what earlier have been stated about special pedagogy as a particular pedagogy. (see 2.oo).

When you compare the unevendevelopment of the teaching of the Public School, it is natural that different kinds of special teaching have arised. To this is that the parishes or municapals with different enthusiasm and on basis of different ideologyhave met the real existing needs for special teaching. It, therefore, can not surprise that the special teaching offers as described in the following seem to be very unevenly from part to part of the country.

From these points of view you may formulate the problem of the special teaching as being directly caused by the speed of which the normal school

system adapts to new working methods and quality standards in the components of the teaching situation. (Teaching materials, teacher/student frequency, physical conditions etc.). It of course is true that the attitudes (level of accept) to people with handicap are of vital importance, but the attitudes only are inspired in connection with knowledge and action (and not only as a verbalizing of possible intensions). Knowledge and action primary arise in enviroments, where students with handicaps are "available". The present dispersation of the special teaching offers, therefore, reflects that you have to meet the paradox: the students themselves have to take part in the acceptation process of the handicapped human beings. In the future a possible reformation of the organizations must see to that the students do not become hostages in a process, where other people must try to change attitudes. In the total area the special teaching mainly is organized in following modells:

a) Supporting teaching (i.e. that the student weekly leaves the class, he naturally belongs to, for a few hours teaching, which to the greatest extent is done by special educated teachers).

b) Special class teaching: (i.e. a special class in a normal school, where the students are teached full-time all the week. The

teachers often give lessons both in the ordinary classes and in the special classes).

c) Special class succesive teaching: (i.e. an expansion of b)in such a way that the student may pass the school in one specific kind of special teaching, f.i. classes for students with cerebral parese).

d) Handicap Centers: (i.e. special teaching of students from a county in one place with vice-headmaster as leader). The centers do not necessarily have to cover all special teaching of the county but most often are combined with one or more of the other methods.

e) Special School teaching: (i.e. a school with its own leader and teachers covers the needs for one special teaching category of an area. The areas change in size going from all the county to a local school district (small town). The special school depending on the size of the surrounding area may be run as a boarding school, normal day-school with bus arrangements, day-school with school home.
Normally the special school teaching last for the total school expiration, but f.i. as in observation schools may be shorter.

f) Hospital and other institutional teaching:
(i.e. teaching in a hospital or another institution, where the child primary stays because of medical reasons. The teachers a most often have a stutus equal to that of the nurses and other assistance disciples). (In part 3.o1.6 further arrangement are mentioned).

It is important to the further statement that you accept these models as methods, which the society in specific situations has used to solve specific problems. From these points of view no of the methods are better than others,but it to a specific child's need hardly is more than one of them, which is suitable to solve the problems of this child just now. Later in the life of the child, his needs often change, and you therefore also have to change the method by which you meet his new needs.

Earlier there was a tendency in the area of the Ministry of Social Affairs to use the method called special schools, while you in the area of the Ministry of Education with a few exceptions have used supporting teaching and special class teaching. This onesideness in methods now is left in both areas f.i. also in the way that you by maintaining the observation schools meet the needs, which earlier just was covered by the school homes of the Child and Adolescent Care.

Conclusion:

1) The needs for special teaching mainly are determined by three factors:
   a) The specific learning difficulties of the student.
   b) The ressources of the normal school system to meet these.
   c) The attitude of the surroundings (school and home) towards solving the problems of the handicapped individuals.
   d) The in concretes coined attitude of the granting authorities (minorities and their "lawyers" are more distant from the deciding organs than f.i. the parents of the Public School ("unions")).

2) The six main organization models, which with increasing flexibility in both areas is used adequat to the actual need for teaching of the student.

3) The disposition of ressources throughout the country to meet the need for special teaching (no matter the changing quality of the normal teaching) is very uneven.

3.01 Special teaching under the Ministry of Education.

The special teaching under the Ministry of Education is organized as a primary municipal matter, where the local school psychologic office sovereignly visitates the student to the special teaching facilities availble in the area. If the child already go to school, it most often will be on request from the teacher plus school psychologic examinations that the visitation takes place. The parents both before and after school may ask for such an examination carried into effect as well as they allways have to accept before examination of the child is carried into effect.

To co-ordinate the tasks at amtsplan (county level) an amtsskolekonsulent (county school adviser) for the special teaching or/and an amtsskolepsykolog (country school psychologist) are employed. The co-operation between county school adviser and the psychologist on one side and the school psychologist in charge for the school psychological office on the other takes place as agreements between the parties involved.

In the Ministry of Education the Department for Special Education is the co-ordinations office with an Inspector of Education in charge helped by a member of Teaching Advisers from each of the

present handicap groups.

The competance of the Inspector of Education is determined by the Minister of Education through an instruct, which is seen in suppl. 3.

The special teaching in the Public School (incl. the hospital teaching) today covers about 6o.ooo students and was in the school year 1969/7o dispersed in following groups:

Deficient intelligence	11.264
Language retarded	34.684
Speech retarded	7.7o5
Hearing handicapped	1.272
Sight handicapped	15o
Crippled (in special classes)	187
Hospital teaching	4.5oo

3.o1.1 The Teaching Centers for Severely Handicapped Students.

As you see at Fig. 1 the present fourteen centers for special teaching in the counties cover the six most common handicaps, where ten centers provide service to motoric handicapped children (often children with cerebral parese) and speech/language handicapped children. Nine centers are able to help hearing handicapped students, while only five centers provide service to sight handicapped students.

Only one center provides service to children with severe reading handicap, and one center provides service to students with specific learning difficulties. (Three more centers are being build).

The centers are expressive of that you in the Public School try to keep more and more students earlier placed in "the Care" in a regular teaching service so near (4o - 5o km) the home of the students that they can stay home if the home wants them to. Further there is a natural wish to seak to co-operate the ordinary teaching with the special teaching of the center at the school, where this teaching is placed. The level of the handicap they think they can treat in the fourteen special centers increases equally to the education of teachers, physical possibilities etc.,There is no logic limitation of the level or the supplemental complicating handicap.
This is also the case in regard to the mobility of the students as they in all centers seem to be prepared to take students with very reduced mobility.

So far the necessary resources can be procured, the centers seem to be very flexibel to expand their task by taking a greater number of students with handicaps at all levels and compositions .

Survey of the Service Areas of the Present Handicap Centers.

(Re litt. No. 1)

Place	Handicap groups					
	Hearing handi-capped	Sight handi-capped	Speech/ language handi-capped	Motoric handi-capped	Reading handi-capped	Special learning handi-capped
Ballerup-Måløv	X	X	X			
Esbjerg	X	X	X	X		
Maribo	X		X	X		
Herning	X	X	X	X	X	
Nykøbing Mors	X		X	X		X
Odense	X	X	X	X		
Ringsted	X		X	X		
Vejle			X	X		
Åbenrå	X		X	X		
Ålborg				X		
Århus	X	X	X	X		
Tårnby						
Hillerød	X		X	X		

3.01.2 Hospital Teaching.

Re. to Circular of February 4th 1965 the municapals are bound to establish teaching of the children, there caused some handicap are hospitalized in a hospital or another treatment institution. The teaching of seak and disabled children so covers a very wide spectrum of teaching tasks as well in time as in sort. Some of this teaching is not handicaps remeding in the respect mentioned earlier in this book. This teaching more serves to maintain the skills of the student and to develop these equally to those of the students at the same class level.

It is important to notice that the seakness of the children or an evaluation of their eventually later possibilities in no ways restrict the right of the student to be teached or the extent of the teaching. As the handicap centers so express the effort of the Public School to keep a group of the students earlier visitated to the areas of special care, the hospital teaching etc. is an attempt to make a teaching safety net so that no children are deprived teaching whatever their difficulties might be. This kind of teaching still is in the developing fase regarding outer facilities, employment of staff and using "expensive" materials. Neither you have found any solution to the leader problem in the hospital wards. As in all other kinds of teaching you in

this branch have to find qualified pedagogical leaders both for the sake of the pedagogical development of methods and knowledge of the specific ward as for the sake of co-operation with the other treatment groups dealing with the children.

3.01.3 Helping Schools.

The teaching of the students with deficient in intelligence in the Public School in a number of municapals takes place in helping schools. (Helping school means a school with own headmaster, which only is frequented by students with deficient in intelligence). Today there are 12 of these. Number of students and number of teachers are not cleared up.

The average class quotient is about 8 and the teaching most often is extended with supervisor arrangements as mentioned in 4.04. The largest number of children still go to the ordinary first classes and are first during the first school year proposed to transfer. Some schools over the the ordinary classes for students with deficient intelligence offer teaching to other handicap groups (f.i. classes with students with cerebral parese). In report No. 277 about the special teaching of the Public School (contrary to most other special teaching areas) is tried to formulate terms of the content of the teaching equal to the "Teaching Guide for the Public School" I + II ("the blue report").

During the decennium 196o-197o you in the teacing offered students at helping schools have been able to expand the service to also to cover students with severe intelligence handicap, which before has not been possible. This has result in a parallel displacement of the clients going to the school for mildly mentally retarded under the National Service for Mentally Retarded. The movement in the clientele of course is not an isolated phenomen, but a generel expression of more and more students are able to remain in ordinary classes or in special classes at their district school. As mentioned in the two previous parts this f.i. can be seen in the fact that more and more students earlier teached under the Ministry of Social Affairs now are teached within the special teaching of the Public School.

3.o1.4 Special Classes (supporting teaching).

This kind of teaching covers the service for reading retarded students (most), social/emotional disturbed students (transfer class) etc.. This service is the kind of special teaching, which is closest to total integration of the students with difficulties in the ordinary school classes. Supporting teaching, offered some students, who can not profit by the teaching a special teaching class, may turn out as real individual teaching (4 - 6 lessons weekly with

students with f.i. severe reading difficulties), but the school authorities of the municapals also got the possibility to grant this teaching to other students who for a short time can not be taught together with others. (Recommendation from the headmaster and school psychological office).

Finally the obsevation classes are a combination of disciplinary and pedagogic arrangements towards students, who might have such an unsuccessfull relation to friends and teacher that a "mild replacement" is necessary. The students keep their place in the primary class.

Supporting and special class teaching so are, where they are expanded, a couple of variating possibilities, which may be offered the specific students in relation to his needs. Hereby you can profit by being able to level your arrangements towards a more wide spectrum of possibilities apposit to previous arrangements, where you often had to let the difficulties grow so big that the damages were hard to meet, or you had to find a solution outside the Public School.

3.01.5 Observation Schools.

There is no statements about how many children frequenting the 17 observation schools (many of these are previous observation camps) in use per January 1972.

These schools are a part of the observation teaching, which a great number of municapals are interested in. Further is:

Observation Classes

Observation Clinics

Observation Groups,

and it is figured that about 80 normal schools throughout the country offers some kind of observation teaching.

The students you try to help through these offers have been mentioned as "social- and emotional handicapped", which in a very flexibel way covers the group of students, who's behaviour in one way the other restrai them in profiting by the teaching offered in the primary class. There for a time has been a discussion about - and a tendency to use these classes as disciplinary arrangements, but at the moment a change in attitudes seems to have taken place resulting in that the behaviour of the students less is seen as a break of existing rules but more as a pedagogic challenge aiming at wheter student and teacher together can understand, how you in a reasonable way interact with other human beings. Finally there among teachers is an increasing understanding of that the school as it is organized today very hard stresses some children, who by a release of this stress may pass this period in a less stressing way as well as they later will be able to participate

in the community functions equally to others.
The increasing attention to this group of children inside the Public School without doubt is connected to the accelerated expansion of the local school psychological offices in the recent years. There so today is school psychological offices in most of the big towns (80-90). This means that there often all is greater capacity for work available for advising and treatment.
As in relation to the teaching of the other handicapped students it in this area also is a problem to find qualified teachers. As earlier stated it still is not a matter of the teachers have to learn a special pedagogy , but it is necessary that these teachers have a solid basic knowledge in the pedagogic/psychologic area and that they manage so many strategies that they immediately are able to make synthesis beetween the preconditions of the child, the purpose of the teaching and the corresponding suitable pedagogic methods. This knowledge in a natural way have to work along with an attitude towards other people so that the teacher open and unprejudiced can participate in the remedy of other's (children's) difficulties.

3.01.6 Other Schools and Special Teaching Offers.

In this part we just want to mention that some other municapals have solved their "offer task" of special teaching in another way than the above described.

It is particular special schools (f.i. Friluftsskolen in Copenhagen and Heldagsskolen in Ballerup) and different kinds of clinics and supporting teaching not equal to the above mentioned. Reading clinics and observation clinics so are not unsual. As it is seen in suppl. 4 it is the clinic teaching, which tries to keep the student in his primary class for the longest time.

Another important area, where there today is done a lot, is the part of the pedagogic efforts started in the preschool age and in connection to the school start. The most important trait here is the establishment of kindergarden classes in more and more municipal school systems. Some of the municipals in relation to this have established a very profound observation and evaluation of the children starting school so that you as early as possible can support the children in some way turning out to be retarded. There everywhere in the world now is an increasing understanding of that children at the preschool age profit by pedagogical planned enviroments in such a way that their personal development is increased in for them and their surroundings favourable way.

The basic view is that a lot of the children, who in their first years in school is found qualified to special teaching, would have avoided this if they far earlier than today practised in safe and stimulating enviroments were alouded to experience and to learn from the surroundings. These are necessary

preconditions to the personal development of all children.

You so have left the statistic consideration of the developmental psychology as being a permanent scheme, where all children necessarily had to pass all levels of the development. Contrary to this you today may look far more dynamic at the learning enviroments provided the children so that their growth opportuniti reach the optimal. (There of course is no contradiction between this and that all children need close emotional contact in a safe enviroment to be able to learn anything at all.)

Hence it follows that you cannot change the organization of the special teaching decisively regarding the teaching of the specific child if you do not at the same bind the local administration lincs (county) to start early teaching of handicapped (or potential handicapped) children at the preschool age and not later than the time the handicap is recognized.

The recruiting of staff for such a teaching shall be done in regard to the present education of kindergarden pedagogs, which should be provided with opportunities to teach far more relevant subjects about the early learning of children as well as it is vital that qualified possibilities for further education at the Danish Highschool for Teachers are made both in and outside Copenhagen.

3.o2 Special Teaching under the Ministry of Social Affairs.

The special teaching belonging to the area of the Ministry of Social Affairs previously has been very unlike organized. Some parts so have been administred directliy by the Ministry of Social Affairs, while others have been administred by directorates, boards or privately supervised by the Ministry.

The National Service for Mentally Retarded alone had a central school administration equal to f.i. the school directorates in the municapal school system. In the corresponding administration of other areas you have managed by inspectors and advisers. These arrangements now are changed so that a board for the total social area has been established. This board for social affairs in the beginning of November 1971 has been divided by functions and has no specific school administration.

In the previous parts we have explained the development of the special teaching under the Ministry of Education regarding quality and extension in new areas. An equal set of movements has taken place in the area of the Ministry of social Affairs.

The difference between the two areas is f.i. while it in the Public School always, when you extended with a new activity, was in relation

to the children already going to school, but who by the extension got a far more relevant teaching, you regarding the special teaching under the Ministry of Social Affairs all the time have been in the situation to extent the teaching of student groups not before accepted as "educable". Though all professionals with insight in this area have admitted that all children can be teached in a for each student benefitable way, this development yet has not been finished - neither regarding children at the age of compulsory education nor regarding children at the preschool age. The fusion as suggested in chapter 5 and part 8.o2 therefore also involve that more places have to be provided.

3.o2.1 Offers to the Hearing Handicapped.

The service for the deaf and weak hearing children is centered around following institutions:

Statens Kostskole for døve, Copenhagen.
(boarding school for the deaf)

Statens Skole for svært tunghøre børn, Copenh.
(school for severe hardness of hearing)

Statens tunghøre- og døveskole, Fredericia.
(school for the hard hearing and the deaf)

Statens tunghøre- og døveskole, Ålborg.
(school for the hard hearing and the deaf)

Statens fortsættelsesskole for tunghøre og døve, Nyborg.
(school for the hard hearing and the deaf).

In most cases the children are referred to the schools by a hearing central/clinic.

The teaching mostly is a training in the use of hearing aids and various technical aids. To this is teaching in hearingtraining: lip-reading and correction of speech. Finally the children and/or their parents may be teached the mouth-hand system.

An intensive work at children at the preschool age is done. This teaching is combined with guidance and help to the parents.

Contrary to the schools of the National Service for Mentally Retarded all of the above mentioned schools cover the total or parts of the country. To the greatest extent the children live at home and are carried to the school. Other children are so far from home that they only are able to go home for week-ends and vacations, while they during the school days have to stay at boarding schools or small school homes.

3.o2.2 Offers to the Sight Handicapped.

Sight handicapped children today only are teached outside the Public School at:

Refnæsskolen, Kalundborg.

There only is about 75 - 1oo totally blind students

while about 4oo are severe weak sighted. The teaching works as in relation to the previous mentioned areas in the handicap remiding teaching at learning of Braill writing etc..

In this area teaching and family advising are provided at the preschool age too.

At Statens Institut for blinde og svagsynede in Ryvangen an evening school are run and pedagogic support to students, who goes for a higher education, is provided.

3.o2.3. Offers to the Mowing Handicapped.

At the Geelsgård Kostskole (boarding school) in Virum you can take about 16o students, where 8o can live at the school. The school is run as an "ordinary" Public School with special classes for reading and mentally retarded. Further you can provide handicap remiding teaching in shapse of physiotherapy and ergotherapy. As it is seen in the mention in 3.o1 og the special teaching of the Public School, this area is one of those, where you in the Public School have made a special effort to take more students.

3.o2.4 Offers to Mentally Retarded.

The school system of the National Service for Mentally Retarded, which is regionally divided into lo centers, wher Copenhagen is split in a

section for children and one for adults, today covers following institutions:

37 Kindergardens.

48 Schools for mildly mentally retarded children.

35 Schools for moderately and severely mentally retarded children.

8 Adolescent schools.

1 Hifhschool.

lo of the schools for moderately and severely mentally retarded are in the centers, quite often with inadequate accomodation as well regarding necessary places as regarding quality.
In this sector a great number of children have complicating handicaps, why this group represents pedagogic tasks, which goes far beyond the needs having to be met because of the low intelligence.

In two areas a movement of the student clientele has taken place in a naturally relation to the above mentioned about the special teaching of the Public School.

Primarily the less complicated part of the mildly mentally retarded students in the recent years more and more have stayed in the Public School. Secondly you for the last 5-7 years have made new groups of the most handicapped regarding teaching and establish a number of schools for these students. The development of this sector

further is characterized by a very forced developmental period for the last 10 years reaulting in lacking co-ordination between formulation of the teaching content, planning of building, staff recruiting and further education etc..

The greatest part of the students are refered by the school psychological district-offices and the children after observation for a year at the local externat school may be registered as students in this after agreement with the school psychologist and the district leader of education. The children recieve service not common (-or not needed) to other school children. It is partly economic assistance partly advising and treatment supervision (social advisor, doctor, family adviser etc.). This extra service (also effectuated in relation to the occupational placement, see 4.04) of course can be organized effectively in other kinds of organizations too, ans as it later is mentioned you will have an organizing and from this also a qualitive increasement by uniting the component parts to already existing service organs in the counties.

3.02.5 Offer to the Speech Handicapped.

The service for the speech retarded and the

"word-blinds" is covered by three institutions:

Statens Institut for talelidende, Copenhagen.

Statens Institut for talelidende, Århus.

Ordblindeinstituttet i Hellerup.

During the years 1961 - 1971 speech pedagogs are employed by most of the school systems of the country, but not enough to cover the teaching need.

Yarly about 5o special teachers are educated. Most have chosen education in teaching speech and hearing handicapped.

Making up.

Subject to possible changes after the latest statement following are employed by the Publich School:

335 speech-hearing pedagogs distribuated as

9o speech-hearing advisers

235 speech-hearing teachers

1o hearing teachers.

Of this 36 use less than 1o hours weekly on their specialty (speech, hearing and reading teaching) in the Public School. No informations about their teaching inside cave or spare time education available. The other 299 teachers have from 1 - 1o extra periods of speech-hearing teaching inside the Public School. There so is a small reserve

up to 15 teachers available, but on the other hand a too strong utilization of the 30% speech-hearing teachers of the Public School. This is very obvious as you wish the special teachers through some hours weekly to keep close contact with the ordinary teaching. The stress on the speech-hearing teachers by their occupation as teachers in the special care is further strengthen.

Student statistic:

Re. to the latest statistic of the Public school 1968/69:

7.498 speech retarded-students ambulant and in 317 classes for severe speech handicapped,

1.439 hearing handicapped students ambulant and in 427 hearing classes

were teached.

Re. to the latest statistic of the Board of Social Affairs 4.694 speech retarded and word-blinded students were teached ambulantly.

A great number of these are teached by the speech-hearing teachers of the Publich School, who in their spone time works by referring to the Special Care.

In 1970/71 137 hearing techers teached 30.819 lessons for the Hearing Care. In compainson the 32 full-time teachers of the Hearing Care teached 46.039 lessons.

If you discuss the question about the level of utilization of speech-hearing teachers in relation to this, these informations clearly show that no real reserve is available.

3.o2.6 Handicapped Children in Kindergardens.

It is an old tradition to have special kindergardens for severe handicapped children. There today is about 4o of such institutions each with about 12 - 3o children. It today still is usesual that the children are accepted before the age of three. On the other hand you because of lacking places in the schools too often have kept the children far up in school age - even begand this. The development, however, in the latest years is directed towards regardless of lacking places, only to taken care of the children at the preschool age (see part 4.o3 about early teaching).
The less than 1.ooo places today available most often are frequented by students with severe handicaps as these students by the surroundings are exerienced to have the greatest need for pedagogical support in their learning. (That these children get the opportunity at the expence of others naturally is not an objective priority of the teaching need of the handicapped children cet the preschool age).
From the starting-point of the preschool pedagogy in this country you in contradiction to the offers

at the school age for this group are disposed to compose the groups of children with widely different functional levels and age. This as well as the very categorizing search method has been pedagogical restraining, why you have started to work towards group divisions, which to a greater extent considers that the learning process within the particulary child may be supported in a better way by the teachers.

The way, you in this country look at preschool pedagogy, further has complicated the pedagogical planning in the kindergarden. It unfortunately still is common that kindergardens primary are considerated as refief of the homes and occupational places of the children.

Arrangements, which because of staff frequency per child, use of rooms and materials plus further education of the staff restrain the pedagogical work with normal children at the preschool age, in the work at the early teaching of the handicapped children nearly are catastrophic. When you so today have 1 educated pedagog to work in groups with 6 children no reserve of strenght to take special care of the handicapped children, who needs "one - to-one situation" is present. This in the new arrangement has to be structured for more flexible than today.

As it is not common mentioned that you also in a planned systematic preschool pedagogigy have groups of subject areas, which the pedagog picks up in a systematic way, we here in short terms will describe such a grouping. The groups below mentioned all serve to teach the children to think critically and to act independently: They incrase their social functioning so that they thereby are able to interact with other human beings.

1) Orientation about yourself (body and I recognizing)
2) Orientation about the surroundings.
3) Physical training (teaching rough motoric skills)
4) Physical training (- fine - -)
5) Conseption (teaching the use of senses)
6) Conseption (teaching language)
7) Creative work (teaching creative strategies)
8) Creative work (teaching the use of materials)
9) Social skills (self-help: toilet training, eating training, dressing etc.).
10) Social skills (teaching to enter groups).

Such kind of teaching of course needs that the outer physical facilities are adapted and that you as in other teaching co-operative actively with the parents.

3.04 Not treated areas.

It without doubt would be the most profitable if a future fusion of the special teaching of the Ministry of Education and the Ministry of Social Affairs at county level coverer the in this part mentioned areas. When you presumably have to count on that the in this part mentioned areas will be difficult to cover it is because they all have a weft of private organizations, which cannot be eliminated immediately.

When they are mentioned it is because you parallel to a start of the work at the eventually fusion arrangements necessarily have to start a process, which involves the incorporation of thes areas to the arrangement at the earliest possible time. Maybe it will be possible earlier than now expected to cover one or more of these areas, which only will increase the value of the arrangement, you reach regarding all the involved children needing special teaching.

3.04.1 Offers to epileptic children.

Children with epilepsi are found in nearly all of the above mentioned special teaching groups. According to the kind, the strength and the frequency of the access of these children plus the extension of the medical treatment they are able to follow normal teaching or special teaching.

At the camp Filifelfia, however, is a school to serve about 4o children in the compulsory school age. About 1o teachers are employed at the school, which is placed inside the area of the institution. The normal disciplins of the Public School are teached.

3.o4.2 Offers to Psycotic and Borderline Psychotic Children.

It is an important difficulty in the statement about psychotic and borderline psychotic children that the delimitation problems are so hard. Also psychotic and borderline psychotic children are teached many places inside the in this book described special teaching. It is figured that there is about 1.ooo psychotic children at the age from o to 15 of which the haIf lives at home, while the rest is in internal care. At the Sofieskole in Eagsværd a special school for about 3o children is established (1966: 16 places About 2o teachers teach in 7 groups with each one teacher, one kindergarden pedagog and one student. Further there is a kindergarden. The school as it is the only one of this kind further has undertaken a considerably educational activity regarding pedagogs from other special teaching branches.

The teaching of the school are most systematized to teach the students a more realistic recognation of themselves and the surroundings. In this respect there is obvious similarities to the previous

mentioned special schools, which has developed their teaching offers in the most progressive way.

3.04.3 Offers to Children at the School Homes of the Child and Adolcent Care.

Re. to the School Register 197o/71 of the Ministry of Education about 4o school homes are available. At these there today is about 12oo places (about 15 of the school homes take care of clientele, the 5o-called intelligence retarded). In the school sections of the school homes you teach in relation to the normal educational plan of the Public School to the possible extent. The students at the time for the admission most of are characterized as deviating in behaviour but, however, are judged to be impressionable to a pedagogic influence without thoriugh individual treatment (therapy) is necessary. Previously you thought that the students admittet apart from the acute and long-termed domestic problems most often the cause of the placement further had such serious problems in relation to the school that they had to be teached in the school home far ahead too. Even that you generally must say that all of the students acutly are gived up by the Publich School, it, however, today is the common impression that a great number of these children, when the acute

difficulties are solved, might be teached in a more profitable way in the nearest Public Schools.

The small rest of children strongly deviating in behaviour should be teached in proper treatment homes.

The school homes hereby should be able to offer an enviroment, which

1) accepts the students as human beings with a little less experience than the staff, but with some more difficulties to fight f.i. because of their conditions in the year of growth. The school home offers an enviroment, which looks at the children as a part of a bigger whole.

2) offers them some mature, understanding grown-ups, who engages themselves to the situation of the children and therefore provides them with possibilities for emotional and social learning and development of their identity plus to experience their responsibility for their own and others life.

3) through play and occupational possibilities partly allowds the children to be children, which they are, partly provides opportunities for physical unfolding, test of senses, courage and initiative and partly opportunities to meanfull co-operation

with other children and grown-ups to thereby to develop some of the creative possibilities, the child has.

4) provides opportunities to meet grown-ups and children from other enviroments by f.i. contact with the staff and participation in the offers of the surrounding society.

5) offers "cross-professional" expert assistance to help to plan and solve learning situations and treatment suggestions.

6) provides opportunities for special teaching to a greater extent than previously and more relevant f.i. because you know the every-day life and behaviour of the child, and because the total situation and development often are discussed, whereby you get a greater opportunity to secure that f.i. the linguistic development of the child is increased.

7) through positive basic attitudes builded up in the population of the area to make them participate in the treatment.

8) develops the co-operation with the parents and provides support to both parts f.i. through assistance of a home adviser, "parents union", social advisers and other staff colleagues during meetings and visits.

As it is seen the main task of the school homes on the long view in the treatment of the child is the live and the upbringing functions. A movement already in the little is started several places as the students of the school homes here frequent the nearest Publich school, while students from this are teached at the school home. Equally some homes after a while try to let the students live at home, but are teacehd at the school home every day.

Conclusion:

There today is no doubt that the school homes as it is described here with the movements already strated would profit much from a organizatoric fusion at county level as here descreibed a structured utilization of the most often well qualified special teaching of the school homes plus the observation schools and teaching of the Public School would result in a far better and flexible utilization of the ressources available than today. This could be done without decreasing the offer of personal development today offered, and which also is necessary for the actual student clientele.

4.oo Describtion of the Students Claim for Teaching and from this Demands for Outer Organization, Administration and Objective.

When you talk about the students of the special teaching (both areas) it always implicite in the way of presenting the problems is said that these students

are more specific than they are as normal children with normal problems. It of course is true that the acute problems of the child may be so strong that it the short view may seem as this child's behaviour was totally stronge in relation to this you normally see. It is vital that you to begin with realize that no child is so damaged that he not by closer examination has just the same needs and demands to the surroundings as all other children. The circumstance that some children can not formulate these problems clear enough does not tell anything about the presence of the actually needs.

The task now may be formulated to be:

To provide these children with opportunities to act as others (incl. all personal variations) so that their handicap restrains them minimum. From this formulation of the task follows that there in the teached subjects has to be balance between the claim of the students far primary to learn the same as other students at the same age and the necessarity of reducing the subject-areas lowest mortgaged in the normal school to get enough time to the teaching directed to renedy the handicap. Very often you by an intense planning of the last mentioned teaching may use subjects from the normal Public School education as "material", so that the handicap remiding teaching also makes the distance between that the handicapped and other children learn shorter.

Next you have to find, whether there in the normal subject areas of the Public School are such a hieraky that you from this can extract the most reasonable balance between the handicap remiding teaching and the teaching of the normal subject-areas. Such a mortgage, however, is not available as it is lack municapal, which within wide limits decides to be teached. This circumstance you in the present administrative arrangements have tried to meet by centrally for each special teaching area to establish offices for a number of inspectors of education, who with a pedagogical staff sees to that the demands of division of the subject-areas in the teaching of the students are met. (To complite it also should be mentione that there inside the Public School is worked hardly at a new orientation of the subject-areas).
Because of the slow spreading of knowledge about the special teaching and the unfortunately still normal locking of accept towards the demands to the teaching of these students you still in a new administration system have to considerate it as an unavoidable claim of students that there at centrally qualified level is pedagogical insight and expertise to distribute new knowledge and to see to that you to a reasonable extent transfer this knowledge into concrete teaching introductions, which at least is equal to that other children learn. By this purpose formulation it is

essential that the main task of such department is to spread knowledge and to plan courses so that the administrative processes are carried through as a reault of the in the content of the teaching necessary elements. This should not be considerated as a wish to take away the administrative functions from such an instance, but an expectation that no administrative points of view must be of importance to the content of the teaching.

4.ol <u>The Justification of Keeping the Present Division of Handicap Groups</u>.

In part 2.oo and 2.ol above it already is stated that it partly from a learning point of view regarding the performance of the teaching and partly from a social point of view regarding the purpose of the total teaching is not possible to maintain the present division in handicap categories. There, however, it some conditions, which goes in the opposit direction. Even the pedagogical wish for a new division some difficulties will turn up as result of the uneven dispersion of the present handicap groups as well geographical as numerically. There so in the area of the Ministry of Social Affairs (age 7 - 14 years) is

336 children with hearing defects

1.523 children with speech defects

429 children with sight defects

546 children with moving handicaps

children with intelligence defects.

Just from these numbers you may be led astray to conclude that the teaching ressources specialized in teaching the blinds or the intelligence retarded because of the number had to be consetrated to one or a few places in the country, while the number of the students, who is moderately and severe mentally retarded, is so suitably even dispersed that even dispersion to the counties here was possible. Equal points of view you might have to teaching methods and establishment of teaching metarial centers plus special clinics f.i. to diagnose sense handicaps and development and test of aids.

If you make that in part 2.ol mentioned about keeping indentety in social secure groups your starting-point it seems as the picture changes complitely. It namely appears that there f.i. in the National Service for the Mentally Retarded is more students with sense handicaps than students in the institutions taken care of these handicaps. We above as an example have mentioned that no special pedagogy for the blinds existe, why the demands to the staff of course naturally partly are a special knowledge (Braille writing, disease progress etc.) partly the number of adults in relation to children in the teaching situations It is the same for the rest of the present handicap area. By the way you may mention that the concretisation of

the teaching subjects worked at in the Deaf and the Blind Care to the same extent is necessary in the other areas (not least in the work with the mentally retarded).

Regarding the claim of the students to outer physical facilities: Duildings, classrooms etc. it also would be desirable to a large extent to have these realized as a total for all handicap groups. It only would be experienced as an advantage that the level of utilization increases because of wider student basis in a changed organization (The establishment of in schools so are not very cost increasing when you plan new buildings).

The expence to teaching materials itself (books, tape recorders. project etc.) is relatively small in relation to the present as it is the same number of children with the same need for these things now as in an eventually future solution.

The briet conclusion on these statements is that from the single components in the teaching of the children (materials, staff, buildings etc.) there is no reason for maintaining the present divisions of different handicap groups. The special knowledge of course to the treatment/teaching of each handicaps is very little in relation to the general knowledge about pedagogic conditions demanded. It is the same regarding the special building considerations having to be made in relation to the different kinds of handicap:

They only are small in relation to the other expences. About the materials it can be stated that it only demands more ressources if you increase the teaching quality in relation to this of today.

Regarding house (living) enviroment and further education of teachers we refer to part 4.o2 and 4.o5.

4.o2 The Enviromental Influence at Respectively Teaching and Upbringing.

In the resolution of the Folketing (DP) Mai 3oth 1969 about the basic educations say:

"The teaching of handicapped students shall be in search for an extension in such a way that the children can be teached in a normal school enviroment it the parents want them to and are able to take care in the home and institution stays are not necessary parts of the treatment".

On basis of this one in the following will make some remarks about the home enviroment at the development of the child from a pedagogic point of view.
It for this purpose is important to make it clear that there is an essential difference between the upbringing in the home enviroment and the learning take place in the school enviroment.

The main task of the home enviroment is in your parent part to react adquat to the developmental needs of the child.

That to be an "upbringer" in a parent part of a particular child so is an interaction between the child's needs for care, safety, activity opportunities etc. and the grown-up's needs for protecting, taking care and not least to feel the affection and accept of the child showing that the grown-up is a part of his life. This almalgamation of the expectations of the parent and the child is a balance, where you under normal conditions expect the grown-up to make this balance. The child so through his total growth (with all personal variation) has a natural demand for that the grown-up takes just that part, which is actually the necessary for the child to develop in a normal way.

This balance mechanism between child and upbringer, however, has in spite of the variation possibilities quite narrow bounds so to understand that the child because of a handicap does not have to be much damaged in his natural reaction pattern towards the grown-up before it becomes extraordinary difficult to be upbringer; and if the difficulties are not overcome, it is much more difficult to be the handicapped child, who then in addition to his handicap has to experience that the grown-up not always plays the part, the child has claim on to be played by his upbringer. This is the difficulty of being a mother or father of a handicapped child: Namely to adjust your own natural reaction pattern to a child, who does react naturally, but often does

it at other times, at another level and often with another content than normally expected, when you are a parent. (This problem is further thrown in relief when there is not-handicapped brothers and sisters, who claims the parent's reaction in variating ways.)

If you on the other hand briefly are going to describe the task of the school more than that stated in the beginning of part 2.oo about purpose etc., it should be that the student here has to learn a number of skills and functions in a teaching situation. By teaching we understand the methodic planned influence which makes the child able to learn the in the purpose determined subjects.

Left is to make up our mind about where the student gets the most complete opportunity to develop and to learn about the surroundings. Several research results and far more experiences long time ago have showen that children in an institutional enviroment can not have just a reasonable part of their needs for participating in a normal family life met. There so only is three reasons for you to think of institution stay as "a necessary part of the treatment" for a specific child.

Firstly it of course could be the case that a child has a disease and needs medical treatment for a

shorter or longer period. If so the child must be admitted to the school and have a normal home enviroment ready, when the treatment is over. It properly is less than 2-3 % of the children today living in the institutions mentioned in part 3.02, who is there because of this reason.

Secondly you with the present division in handicap categories because of geographical reasons and a thin student basis may have to let the students live at the school just for the reason that they can not reach their homes every day.

Thirdly there may be homes, which for a shorter or longer period can not manage the care of their child in an acceptable way.

The conclusion on this is that you in a new administration organization have to see to that institution stays for most of the children are decreased to an absolutely minimum as these most often neutralize the treatment/teaching you besides try to start. If the children because of geographical reasons or as result of acute circumstances in the home have to live away from this, it has to be in small (max. about 6 children) homes with children of different sex, age and eventually handicap. These small units must be in search for a placing so that the children easily can visit their original homes.

There so is no pedagogical/psychological reason for maintaining the big institutions as living enviroments for children needing special teaching, on the contrary it increases the total benefitation of upbringing and teaching the child if you left this kind of treatment.

4.03 The Extension of the Teaching Period.

As mentioned in the beginning of part 2.00 the historical development of the special teaching has resulted in that some kinds of organization have not been changed/brought up to date parallel to the expansion of knowledge taken place after the middle of this century.

The compulsory education in accordance to the present rules for each handicap area under the Ministry of Social Affairs is:

Hearing handicapped	7-16 years
Sight handicapped	7-17 years
Moving handicapped	as in the Public School
Intelligence handicapped (mentally retarded)	7-21 years
Speech retarded	as in the Public School

(The groups where no age limits are decided follow the normal compulsory education)

In the area under the Ministry of Education you follow the general rules of the compulsory education of the Public School.

This difference arises in addition to the already mentioned from the fact that the handicapped child often needs more time to reach the same result as the normal endowed students. This you as seen above

up to now have thought only could be met by a longer period at school in the latest part of the school progress, which as you later will see may give unpleasent consequences in relation to the occupational placement.

There, however, for the last 15 years has been made several investigations about the effect of early teaching of handicapped children. In short it appears that the learning regress a handicapped child may have build up during his first 6 years of life is so considerably that it only difficulty can be made up even by a extended school progress.

There in these years takes a great adjusting work place regarding pedagogical working methods so that this challenge can be met. In most countries, we traditionally compare us to, you are far ahead in this area than we are in Denmark.

The early teaching today is emphsized as vital that most professionals are for that you start an adjusted teaching as early as possible.

At the first international conference about legislati concerning handicapped in Rome October 24-28 1971 you so in your suggestions without reservations support this point of view.

The consequence of these points of view must be that you within the limits of the Public School extend the kindergarden classes as well in geographical respect so they become country covering as in respect of age so that "more years" are admitted and so that they are able to have handicapped students. Further it is absolutely necessary in a new administrative correlation that you also cover the special teaching taken place in kindergadens and in kindergarden and preschool classes under the Ministry of Social Affairs. There today is no pedagogical/psychological knowledge available, which goes against that special teaching starts as soon at the preschool age as possible regarding the general realization of the handicap.

In the previous it further has been an asumption that no child, who can not be teached because of his handicap, exists, and that such a teaching also may increase the possibilities for action of the actual child.

The doubt about this assumption previously was connected to the most severe handicapped of the mentally retarded previously teached under the National Service for Mentally Retarded. Today you know that you by teaching are able to increase the functional level considerably for these children too and that all above mentioned about teaching content,

living enviroment etc. are valid to these children too. The consequence of this is f.i. that from a pedagogical/psychological point of view (evalution) no children shall be deprived of teaching. This means that f.i. if you in the school enviroment primary search the children to groups by their intelligence and secondary "specialize" by learning difficulties when possible, you regarding a number of students in the present handicap groups might have groups of such size that a reasonable service could be offered.

The conclusion on this must be:

That the teaching of all the present handicap groups is started as early as possible, i.e. just after the handicap is realized.

That you for a period shall maintain the extended compulsory education periods.

That you do not because of the level or kind of any handicap withhold a child teaching.

That you consequently provide school opportunity to the relatively few children still not being offered such an opportunity.

4.04 Follow up Protection.

As it is the purpose of the total teaching of the school it also more concretely is the purpose of any special teaching that it tries to make each student able to do some community function. Previously the dispersion of jobs, you could offer handicapped, was very narrow, but today it is otherwise varied. At the same time there for normally endowed children are started constructive efforts towards providing the young people leaving school with so good chances as possible to combine own level of function and wishes to reasonable jobs.

It so is not strange that the same efforts are done for the handicapped young people, and the only thing having to be secured is that there in a charged administrative system is ressources to solve the task, which because of the uncertainty about (and some places lacking accepts of) handicapped people is especially time and idea requiring.

The Public School today has about 7o trustees (November 1969). The number presumably still increas To this is that some school psychologic offices have employed social advisers. Finally it should be mentioned that many municapals have employed vocational advisers, who to some extent is able

to take care of problems of the handicapped.

Regarding the Care for Hearing Retarded and the Care for Sight Retarded we refer to report No.494 from 1968 about the participation of young handicapped in further teaching during and often the Public School. These areas have their own advising service, which often in co-operation with the revaluation centers provides service. It is the same in the Care for the Moving Handicapped and the Speech Care . The National Service for Mentally Retarded has a special structure with youth schools and workshop teaching for the young persons between 16 - 21 years, while you in the process, when they leave this teaching have a well builded net of social advisers, Function and content of this work still is not formulated, but properly this will happen in the next few years.

If you change the administrative organization of the total special teaching offer as well under the area of the Ministry of Education as under the area of the Ministry of Social Affairs, it is obvious that you in each region has a central office to take care of the occupational placement and other questions in relation to children in some way received special teaching.

The office properly has to be connected to the vocational advising already established in the municipal/county as well as it is important that

the relation to the school and the school psychologic office is established.

As you can not imagine the special teaching stopping as offer after finisheng school but that there still is possibilities for adult teaching, leisure time teaching and eventually supplemental primary teaching in relation to the work at the young handicapped, it is important that the staff in such offices additional to furth education about occupational placement covers pedagogs with experience and insight in special teaching.

Conclusion:

There is a massive problem of in-service training and occupational placement in relation to the school end of the young handicapped. The problem is well-suited for a local solution if enough staff and financial ressources are available.

4.05 Dispersion of Knowledge and Level of Administration.

As well at country level as at municipal level there in all essentials has been a lack of systematic gathering of relevant material about researches and experiments in the special teaching area as well as only sporadic attempts to real independent school experiments and research projects have been made.

At the Danish Highschool for Teachers the section for special pedagogy you of course have a wide knowledge, but this is effected by the current rules in such a casual way to a section of the special teaching pedagogs that the transformation of the gathered knowledge is hard to carry through in form of regulary change and experiments in the school. (In relation to the number of special teached children it must be considerated as an indecency that Denmark has not got a professorship in special pedagogy.) Small efforts in other places, however, have been made. F.i. the National Service for Mentally Retarded in Brøndbyerne has established a little pedagogic research section, which for the moment is directly under orders of the Planning and Educational Section of the Board for Social Care. Finally there to one of the professorships at the Highschool for Teachers in Gotenburg has been an internordic research group working at specific

problem complexes in the special teaching as well as you through concrete education projects made by the Course Section of the National Service for Mentally Retarded have carried through a development. distribution and testing of new knowledge.

It not only is important that each special teaching area is up to date and tests the new things made around in the world in just this area, but also that you within the special teaching on a serious basis make up your mind about the new things happen in the normal teaching to see which of these increases or restrains the learning of children with one - or a combination of - handicaps (f.i. open-plan, precision teaching etc.).

From the work inside the social psychology and the organization psychology in the latest years it further is clearly shown by several emperic data that it hardly gives better results if you only consider the content-areas in relation to the admittance to knowledge and further education of the staff. This first has importance to change and renewal, when you at the same time teach whole staff groups to co-operate, to learn openly and critically to work at the in the content-area gained data.

In the light of this it normally is stated that

a changed administrative procedure will decrease the possibilities for maintaining or renewing the channels to the for the teaching completely necessary knowledge. As it is now, where the initiatives more seem to come from individuals than from institutions, this may seem important.

You, therefore, in an eventually reform have to see to that this area is covered to a much larger extent than today.

Finally it shall be mentioned that you around in the world are willing without any specific costs to distribute research results, material suggestions method suggestions etc. if only an organ, which can recieve and distibute the material in this country plus in repay do the same with corresponding Danish materials, is established.

Conclusion:

It is absolutely necessary to any possible reform of the administrative system that knowledge distribuating channels are organized. Because of the small size of the country this case seems most easily and effectively established via a central organ, but in co-operation with the local units. Wheter such a local co-operation may be connected to the material centers of the Public School and

the local sections of the Danish Highschool for Teachers at the moment is uncertain. Such sections are placed in:

Esbjerg

Haderslev

Odense

Skive

Vordingborg

Ålborg and

Århus.

This means that such sections are lacking in

the County of Bornholm

the County of Vestsjælland

the County of the Storstrøm

the County of Vejle and

the County of Ringkøbing

as you figure that the County of Copenhagen and the County of Frederiksborg plus the municipals of the capitol can be served by the Highschool for Teachers in Copenhagen.

This circumstance, however, must be related to the intension of the further function of the Highschool for Teachers more is <u>to</u> educate (-or provide teaching materials for) the instructors used at the introduction courses to special teaching in the counties and municipals and <u>to</u> undertake the task

of offering feature orientated "course boxes" ready for use. Finally it from these thoughts is the task of the Highschool for Teachers to experiment with more functional-goal directed kinds of courses, which can replace the present kinds of courses with much idling and little goal directed effect.

The schoolpsychologic district offices together with the advisers of the county naturally will be the centers for the primary course activity. A natural co-operation with the local DHT-sections is suggested.

Additional to these course planning and course technical consequences you simultancely to leaving the medical categorizing search method also have to leave this as division of the course activity. It so in the future is hard to imagine long educations for teachers to the deaf and speech retarded students. This educational changing process necessarily has to take place parallel to the administrative change if the two movements not are going to neutralize eachother.

5.oo Decentralizing to County Level.

By decentralizing to county level we in this text mean that you change the present organization model for the special teaching in Denmark (such as described in the parts of chapter 3) to a pure county affair. Integration (see part 2.o1) so in relation to this is a question about changing the organization from a municipal affair under the Ministry of Education and a national affair under the Ministry of Social Affairs to a pure county affair with a central directorate.

When there, however, in the resolution of the Folketing (DP) Mai 3oth 1969 in relation to integration also was mentioned the wish of having the possibilities for total integration evaluated, i.e. that all handicapped students should be teached in normal classes of the Public School, there in this text is no suggestion of or reasoning for such a thing. It, however, seems to be proven that you by a fusion of the special teaching for all children between 0 and 18/21/23 years would reach essential pedagogic advantages for the teaching of the actual child regarding the general purpose and the specific demands (from one or more handicap) of the child to his surroundings that such an arrangement might be object for profound considerations.

Contrary there as well in researches as in general experiences is a massive indication showing that a new partial transformation of one or a few special teaching areas from one system to another to a majority of the children would mean a considerable decreased total offer.

If you therfore have to make time limits in a reform, such limits should not be placed in the student group, but only in the area of physical facilities in connection to the extension of the special teaching offers. This f.i. may result in that not all counties at the same time are ready to manage a transformation of the not under the Ministry of Education organized special teaching. It so may take different time for the actual county to establish the in the next part of this chapter mentioned levels of demands.

Finally it strongly shall be underlined that the in the next part mentioned levels of demands for a special teaching fusion in a pure county system are minimumlevels, where from the pedagogic/ psychologic development has to start if you do not want a decreasement of the teaching offer of the students in relation to the present level.

The successful accomplishment of the arrangement so fully depends on

a) transfer of the total student group of a county geographical area at the same time (all levels 0 - 18/21/23 years),

b) meeting the minimum demands for buildings, staff, experimental activities, materials, search and budget standards.

If you do not think such an arrangement is possible to accomplish, you have to increase the in 3.03 mentioned co-operation projects as well as the present development of the specific special teaching areas inside the Public School (part 3.01.1 -6) shol be supported and assisted to the largest extent.

5.01 Drawing up Levels of Demands.

When you in the following try to draw up some minimum levels having to be met before you locally overtake the administration of all special teaching of the area, there are several reasons. It for a long time regarding the minority groups has been an accomplished principle that the minimum offers provided them not by quality or extension were depending on the geographical area of the individual. It also is a known phenomen that not all areas have the same financial conditions both regarding own ressources and possible uneven dispersion of students with "expensive" handicaps. It further in relation to an eventually reform is essential wheter the counties are provided with such financial, material, staff plus building and knowledge ressources that real conditions for offering a better teaching and service for the actual student are available. It in addition to this is very essential that the level made is secure such channels of ressources from the outside that not only the content of the teaching may be changed and adjusted parallel to the increasing knowledge and realization, but that also the physical consequences from this may be accomplished.

Finally it is an important factor that the dispersion of the present schools/institutions is quite uneven from county to county. This alone will

result in different times for each area to plan and to establish a net of offers.

To secure the planning of the county take-over of the full obligation for all children living in the county a central organe is thought established, which in consultation with the county authorities has to decide time, place, further planning etc.. Such a council is responsible for that the quality of teaching and services offered is proper to the described levels of demands. It, therefore, is vital that it is put together of persons with good insight in the teaching going to be accomplished.

5.05 Experimental Activities and Adviser Assistance.

The concepts experimental activities and adviser functions are normally used in the current discussion about nearly any reform in the pedagogic area. Both concepts generally cover such a wide spectrum of content oppinions that there is every reason for that the discussions lead nowhere. In this part it therefore will be essential to decover, how you in this relation imagine the content and function of both concepts regarding the organization model for the Danish special teaching drawn up in this text.

We by experimental activities in this connection mean such examinations of methods, aids, subject-area models and co-operation models, which by directly engagement provides the teachers of the special teaching with new knowledge (confirm or disprove hypothesis), which directly may be transformed to the work with the students - or the planning with colleagues.

The experimental activities may use more or less suitable methods regarding the transformation value of the result to other pedagog groups with other students. It of course is profitable if results of great transformation value are achieved, but it is more important that the pedagogs involved and the nearest staff groups got an usable knowledge. It so was more desirable if you in all pedagog-groups

at the single institutions had an openness to experiments and renewal worked in. The preconditions for this are:

1. A thorough previous, current and following documentation of what happening and on basis ofwhat,
2. a high level of flexibility within the administrative authorities partly regarding the screening of the experimenting institution partly regarding that to be alouded to deviate from the norms, when the experimenting institutions need to,
3. continuous adviser assistance to publish the necessary knowledge quickly and effectively.

The function of experimental activity so is not to make a school/kindergarden etc. testing a specific model, whereupon all the similar institutions have to wait for the "result" before they start. The result namely as mentioned above most often will be of little transfer value, and the development in the other institutions in the meantime will have made the result uninteresting for these institutions. "Experiments" of this kind generally only have a function as materials for discussions.

Experimental activities are a process, where all the institutions with staff ressources more or less experiment with reforms in the areas of content, process and methods.

Previously it to a large extent was the administrative links, which was "the head" of this. Because you had to secure people/parents that the experimental activities did not restrain the learning of the students. Only a few administrators successfully have managed to lead so that the experimental activities developed towards an increasing of the teaching content. Too often you have been short of as well the physical as the knowledge ressources. You, therefore, in the recent years have developed a new staff group: Advisers (as well the for a specific purpose short time engaged as the permanent staff). (Experimental advisers should not be mistaken for vocational and family advisers of the old handicap areas.)

In the transition period until the advisers have their part and function defined in relation to the other links in the organization, a considerable risk for ressource waste exists as result of the contradiction between the administration and the most often norm changing purpose of the adviser sections. This contradiction often turns out as a discussion about the speed by which the changes shall/must take place. It, therefore, is important to have some elements in the part and the function of the advisers decovered to get a more clear picture of how these staff members shall functionate in the here stated model.

It further is a precondition to make the staff benefit fully from an adviser that they know the competance, purpose etc. of the adviser.

By an adviser we here mean a person, who has such professional ressources in a specific area that he as well in knowledge as pedagogical is able to promote knowledge, methods and attitudes to groups in the organization.

The difference between a part time (engaged for a specific purpose) and a permanent adviser so principly only is the competence of the last mentioned.

It also is necessary to realize, who the adviser is adviser for. This is regarding as well the placement in the hierachic system of the recieving groups as the ressources of the single group to be able to use the adviser function in a reform proces: of the work of the group (i.e. you have to define which groups must/are eble to use the adviser to what extent and for what).

The use of advisers so is a simply methodic matter, which determines, where in the organization you will place them.

If the adviser has administrative functions in relation to the administration group he professional. pedagogic and in competance must be placed in accordance to this. Most often you sin against the last two things.

If the adviser functions direct towards single institution groups, placement etc. has to be conform to this.

It is important to underline that it demands considerable discipline within all the involved parts if the adviser has functions in both directions as well as it professional, pedagogic and methodic is two different tasks. It, however, is most important that it is braking to any developing process if the institution group only experinces the adviser as distributor of "authorized" knowledge of the administration. Practically it often will turn out to be impossible to unite these two functions in one individual.

It in relation to the here mentioned task also is necessary to underline that the recieving group (institution group) may have different funds of physical/psychological ressources available to begin experimental activities. You of course are able to stimulate and develop these ressources in different ways, but this development generally

is stopped if you try to start experimental activiti es, where these activities are not available.

As mentioned above under the experimental activity, there is three sides of the adviser activity: Process, content and structure. No of these sides can go without eachother in an experimental work, but it is as least important that the participants know, what they are doing at a specific moment. But it further is the main view of all experimental activity (where the participating individuals must have time for the re-education always following a changing process) that the individuals must have a real opportunity to understand, what happens. (That is why the pedagogical qualifications of the adviser are so important.)

The conclusion of the in this part stated view is:

That experimental activities are a wide spread testing of knowledge in a systematic form of an organization.

That experimental activities always must be directly connected to the concrete testing methods/ situations.

That the primary goal of the experimental activities is to increase/change the conditions in the institution, where they take place, and first secondary aim at a transfer to other institution

That "an experiment" therefore never proofs anything,but a succession of different kinds

of experiments may affect a development if
documentation
administrative flexibility
and adviser assistance
are available.

That experimental activities generally can not be run by the administration group itself.

That an adviser must have considerable
professional
pedagogic
and competence
ressources.

That the adviser may be employed/engaged with tasks
for the administration group
or institution groups
(-not both groups at the same time).

That not only the purpose of adviser and leadership must be harmonized, but also their attitudes.

That the adviser mainly shall work with those institution groups, which at the actual time has the ressources to start experimental activities (realization process sometimes increases by adviser assistance).

That process
structure
and content
should be considerated equally.

That the long termed effect to a large extent depends on wheter the single participant has learned, what it is all about - and this

generally takes more time than you often expect it to.

5.o7 Search (diagnosis and observation centers).

One of the main points of an eventually fusion is that you can make the search process to take place in another way than today. Just from this the new spectrum of special teaching facilities can be used in a better way than today - as well with greater effect as with greater flexibility than the present organization alouds.

Previously you have spoken about the socializing process and its binding to the chronologic age of the student as important. This here has been drawn into attension, when you make it as purpose for the search that there must be created homogenity in the classes.

The student homogenity is the precondition to that the single teacher and the teaching staff at a school have the opportunity to plan the teaching offer in such a way that this for the single student appears as a whole. The homogenity is based on four preconditions: The quotient of the classes, the age of the students, the development and supplemental handicaps of the student.

By the search to the pedagogical institutions we mean the process, where you on a specific basis decide, which service shall be offered the actual student. As the special teaching today is organized

the search lies partly within the school psychologic district offices partly to some extent within different instances inside the Special Care. A particular child needing special teaching so very easily may be "filtered" through more administration links before he comes to the recieving institution. This condition is tried to be changed by the model suggested.

To the extent as well reciever (kindergarden or school) as sender (administrative search links) know the search principles, both parts may assist in a more right first placement of the students so that wrong teaching or expencive special arrangements are avoided to the largest extent.

The basis of the search as the process is carried through today often is very little in relation to pedagogical/psychological data, which may tell something about, which kind of teaching (method and partial goals) the student needs. It so must be judged irrelevant to use intelligence tests as basis for the search as these tests (f.i. Binét-Simon) only tell something about the functional level of the child in relation to other children at the same age. They tell nothing about the development of special learning areas and still less about the basis, where the teaching can start. Some anamnesis informations most often (in the form and content given to the officer in charge of the

distribution of clients) are quite unfit to do the search after.

There in the recent years is made some not-standardized tests by help of which you are able to make a specific functional analysis of a specific child.

It, however, is more important that you make a number of concrete analysis of the disciplines (subject-areas), which in relation to the purpose of the teaching is thought to be relevant for the child to work at. Because it . first on basis of this is possible to tell anything about, where the teaching shall start, and which methods shall be used to reach the for the actual child made goals.

The <u>conclusion</u> of this must be that there in all counties are made an observation center, where the students partly can be tested with the mentioned and other aids partly can be observed in carefully planned teaching situations. The stay of the student should not be less than one week, while students with severe handicaps may be observed for up to three weeks.

The chronological age of the student decide wheter he is going to kindergarden, school or youth school, and in which class he starts, while the above

mentioned basis tells something about, wheter the student is going to a treatment home, have special teaching in one or more areas and/or what kind of school (or kindergarden) the student shall go to.

The concepts: "Deaf school","blind institute", "external school" and "training school" then will be of no meaning as the schools will specialize fro other criteria as above mentioned, when you no longer search by the categorizing model. In additio to the mentioned the optimal group sizes in the single institutions will be decisive for wheter a school is able to admit a certain student. It so is a very relevant search principle that a group is full and can not recieve more students if the already admitted students are going to be teached in a secure way. In this a "smooth" co-operation between reciever and sender is necessary.

Finally it is a vital condition in all search processes that there is places enough for all children.

8.oo Discussion.

In the following one will try to mention some of the questions arising in relation to the structure of the special teaching. It is the intension by this to make perspective at the extent of the fusion suggested in the next part.

a. Will a change make it easier for the parents to have their child in school?

It must be considerated as a fact that you inside the special teaching sector of the Ministry of Social Affairs much too long have kept a medical/administrative admission procedure. Most often the parents, however, experience it as simply a school problem to have their child teached, and they, therefore, have difficulty in accepting tests, case records etc. as entrance to the schooling of their child. That handicapped children as well as all other children have claim for after the previous accept of the parents to get part of all the special treatment service available, is a quite natural thing to all of us. Even that there in the area of the Ministry of Social Affairs is worked at a reform of these antiquated working forms, a fusion to the system of the Ministry of Education will simplify the admission procedures considerably.

b. The circumstance that a number of parents of handicapped students them themselves are handicapped demands special arrangements.

It is beyond doubt that handicaps often are present with great frequency in certain social/cultural limited enviroments. That this well-know condition should be changed or result in a decreased service in a county administered area is not supported partly from that you in many school psychologic district offices nave engaged social advisers partly from that you in the planning of the new social centers of the county have easy and local access to this special service. It properly further is true (although never exactly proven) that there in a number of small schools are more manpower available in the pedagog and leader groups for parent advising than yet reached in the special teaching of the Public School.

It here should be remembered that these small units also will be transfered to the counties by an eventually administrative fusion.

c) Will the financial support now offered the students by the Special Care follow the children under a renewal?

It is figured that there already in relation to the financial support today offered in relation to the special teaching is a wide understanding of being able to offer the homes of the students a direct uncomplicated support. Even that more flexible rules have to be worked out, it should not

be an impossible problem to solve in the counties as well as today. The need changes from district to district, but it is figured that it concerns between 2o-4o% of the students.

d) Will the support today offered in the schools under the Ministry of Social Affairs be maintained?

Here you have to notice that it does not only concern that the wanted services are available (f.i. doctor, social adviser, shysiotherapist), but it also concerns that somebody is responsible for that an initiative is taken to start the special treatment. F.i. the accumulation of teeth injuries today found in some groups of handicapped students has to be met in the usual way. It is not quite reasonable to be content with helping the parents to take initiative to these service arrangements. You can not expect the insight you as parent have in relation to the conditions of normal uncomplicated children automaticly is widen to an increased knowledge and insight of the special needs of handicapped children. This area of responsibility, therefore, also has to be determined in an eventually fusion.

e) Can children, who is not cleanly, be teached together with other children?

From the pedagogs of the special teaching the answer is yes. It, however, further should be

remembered that cleanliness in a right planned pedagogic enviroment is one of the less complicated things to learn. As mentioned above it is a precondition that the physical facilities are ok and that there is necessary staff available so that the cleanliness situations do not call for more attention of the student himself and his friends than the learning itself needs.

f) Will students with a daily medical need be able to have the needed medicine during the school day?

It is well-known that the special schools to about 15 % of the students distribute medicine, which it either is impossimple for the parents to administer or has to be dosed in such a rythm that it has to be distribuated during the school day.

It is equally to that the schools also administer the in d) mentioned service for the students (visit to specialists, physiotherapists, hearing clinic etc.)

The staff of the special schools remain in the special teaching after an administrative fusion and as there never has been made courses in, how these things have to be administered, you have to expect that also future special teaching pedagogs are able to administer this area. It in relation to the above mentioned conditions (a-f) is important that you by an eventually reform realize sort and

size so that all possible considerations towards these are made and so that you bind their solution to the administrative organe solving the rest of the special teaching task. If not you may fear a decreased service in relation to the present.

g) Will the research opportunities and from this the development of treatment standards decrease by a county fusion of the special teaching?

It often especially from medical side is underlined that it will be impossible to make researches about special pathological pictures, which appears more or less seldom among the students of the special teaching. This research is necessary as basis of the additional development of knowledge and method planning. It hardly seems possible that the fusion will disturb the total research effort in this area (which is surprising little) as those inconveniences add to the gathering of data will be neutralized by making use of the ordinary hospital laborathories etc., which already is county organized. Additional is that the organizing of limits for the experimental activities, which is a precondition for a renewal, will provide quite new communication channels without these force the reasearcher away from his research project. Finally it silently may be mentioned that it seems as the present (often unnecessary stiff) norms for, how the research should be done, not have brought

in many projects for the special teaching, why a changed policy in this area may better this.

h) Will a decentralization of the previous small special teaching areas result in a break with the overness principle?

One of the reasons for that the teaching of some severe damaged students so far has been made by the Ministry of Social Affairs is that you thereby secure that any student no matter, where he lived, got the same service regarding extent and quality in relation to his needs. This results in a fusion of the service offers of country or country covering institutions.

Opposit it for a long time has been an accepted fact that the special teaching of the Public School is very uneven extended throughout the country even that there for the last 5-7 years has been great improvements in this area too.

It is regarding an improvement of these two conditions that the next part contains a suggestion of how to meet the levels of demands before a single county can declare itself ready/prepared to take over the special teaching.
If you do not considerate this, you without doubt will see a decreasing of the present service offers by a reform.

i) Will the home problems of the small handicap groups get worser by a renewal?

As mentioned in part 3.o2 there today is done an intensive parent assistance and advising work. This serves to secure that the children by the end of the school day are not forgotten because of lacking leisure time possibilities or insight in how these can be structured. It is of vital importance that this service extends at county level and that you secure enough assistance and support to all homes with a child with one or more special handicaps. When such a service is builded, it in relation to the mentioned in part 4.o5 about distribution of knowledge should be more directly and effectively functioning regarding distant homes as well as the service should be able to "go into action" at an earlier time.

8.02 Conclusion and Suggestions:

The conclusion of the above 7 chapters is that it regarding an increasement of the teaching conte and profitation of the special teaching students is both desirable and expedient that you make a fusion of the administrative processes at county level. The expedient and desirable only come throug if the below mentioned conditions are met.

If this is not possible, you should abstain from trying a "gradual" fusion of one or more of the present handicap groups as such an arrangement with great sureness will decrease the teaching offer and the profitation from the teaching of a large group of "boarder-line students". In such a situation it would be more expedient if you appea for an extention of the present co-operation initiatives already started in many places.

a) It is suggested that you per April 1st 1975 carry through a transformation of the responsebility for all the teaching of special teaching needing children at the age from 0 to about 21 years no matter degree or kind of the specific child's handicap(s).
The placement of each student's home (parent/ guardian) determines the county belonging of the student.

b) The county undertake an obligation to that all the under a) mentioned children are teached in a school enviroment (except children, who because of acute or short-time disease is admitted to a hospital. These children shall be teached in accordance to the hospital teaching rules). The degree of mobility of the children must not prevents that teaching in the school enviroment is established.

c) The counties overtake the running maintainance and all other obligations in relation to the national institutions for special teaching place in the county plus the corresponding functions for the directly connected boarding sections and treatment homes. In cases, where students today are teached at the living institution, new school places shall be provided for these studen

d) The counties undertake the finacial obligation in relation to conveyance of students, mounting of rooms, buying materials, support to the homes of the students to a corresponding extent of that today given to students inside the Ministry of Social Affairs, who is teached full-time.

e) The counties undertake the responsibility for that there is taken necessary initiatives to carry through the not-pedagogical treatment, the students need.

f) Before the county can overtake the total special teaching of the area, there must be a whole school place to each of the under a) mentioned students. (This applies both to the students still not teached even the teaching right and to the students, who must have another teaching place (see c).) This assumes that there has been made a total planning for all children of the county.

g) Before the county can overtake the total special teaching of the area, a pedagogical educated adviser support for advising functions in the homes must be established as well as it rests with the Directorate of Special Teaching to plan and carry out an educational program for the adviser groups of all the counties.

h) Before the county can overtake the total special teaching of the area, there for the total county must be established a search center with the necessary pedagogic/psychologic/ medical expertise about special teaching. It is assumed that the search does not take its starting-point in the old handicap categories. It, therefore, is imposed the Directorate for Special Teaching to plan and carry out an educational program for the staff, which at county level is going to carry through the

search process.

i) Before the county can overtake the total special teaching of the area, arrangements must be made and staff for the experimental activities must be employed.

j) Before the county overtakes the special teaching of the area, there must be established accurate agreements with the local section of the Danish Highschool for Teachers about how many of the special teachers of the county can be further educated each year. The agreements must be equal to extentions and reductions of the pedagog staff.

k) Before the county overtakes the special teaching of the area, there in co-operation with the present national institutions staffs must be a plan worked out, where each employed in the future can do his work proper to the ressources, interests and wishes of the employed

l) Before the counties overtake the total special teaching, an agreement about division of the financial burdens must be made.

m) Before a county can overtake the total special teaching of an area, arrangements to assist and to support the occupational placement

of the students must be made as well as there for this purpose must be employed staff with the necessary insight in service for the students of the special teaching.